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ABSTRACT

Since classroom teachers may ask school psychologists and principals for suggestions on handling classroom behaviors, the classroom management approach of these two groups is important. To determine whether teachers, school psychologists and principals respond differently to the aggressive, dependent, and academic behaviors of elementary age students an induction-sensitization model was employed. (The sensitizing approach places emphasis on stopping specific behaviors by employing external fear of punishment, and the inductive approach places emphasis on the development of internal control by the student and the prevention of future misbehavior.) The Classroom Management Questionnaire (CMQ) was administered to 189 classroom teachers, 145 principals and 172 school psychologists representing urban, suburban, and rural schools at the elementary level. (The response rate was approximately 79% for school psychologists and principals, and approximately 50% for teachers.) The CMQ assesses style of socialization through the use of forced choice items involving male and female students. Results indicated that school psychologists selected more inductive responses than the principals and classroom teachers, and that female teachers selected inductive responses more often than male teachers. These results indicate that principals and teachers tend to approach student behavior differently than school psychologists, and the difference seems to represent not only a difference in specific techniques but also in overall style. (LLL)

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Approaches to Student Behavior by Teachers, Principals and School Psychologists

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Abstract

The approaches to student behavior of 189 experienced, elementary level teachers, 145 experienced, elementary school principals and 172 experienced, school psychologists were examined using a questionnaire based on the induction-sensitization paradigm of socialization. Significant differences were found between the school psychologists and the principals and teachers with the school psychologists displaying a more inductive style of socialization. Significant gender differences were noted within the teacher group only with male teachers displaying a more sensitizing style of socialization. These results, their implications for consultation, and the need for further research are discussed.

Approaches to Student Behavior by Teachers,

Principals and School Psychologists

Classroom management is a frequently discussed concept but one that researchers have ignored to a great extent (Brophy and Putnam, 1979). However, recent studies (Smith, 1981b; Emmer, Evertson & Anderson, 1980) have emphasized the importance of this concept. As Public Law 94-142 (the Education for All Handicapped Children Act) is implemented greater numbers of students with behavioral difficulties are likely to be served in the regular classroom thereby increasing the importance of classroom management.

One means of providing support and assistance to the classroom teacher is through consultation. Numerous authors (e.g. Gutkin, 1980; Reynolds, 1979; Meyen, 1978; Haring, 1978; Meacham & Peckham, 1978) have recommended that educational personnel, especially special education teachers and school psychologists, pursue consultation as a role function. Studies have also indicated that principals favor consultation as one means of meeting the needs of classroom teachers (Hughes, 1979; Landau & Gerken, 1979).

When faced with classroom behavioral problems the teacher has limited options. Often there is neither sufficient time to consult the variety of books and articles designed for this purpose (e.g. Smith, 1980; Leviton & Kiraly, 1979) nor access to these materials. Within the school the teacher may ask other teachers how they have handled similar problems or perhaps seek advice from the principal or school psychologist. The author's personal experience indicates that this informal approach to acquiring strategies of intervention is widespread. In addition, the suggestions offered by another classroom teacher or principal or school psychologist are often closely followed since the process was initiated by the individual teacher and not

the consultant. Therefore, the approach to classroom management of these individuals (teachers, principals and school psychologists) is important for it would greatly influence the specific suggestions given to the individual classroom teacher.

Smith (1978a) outlined a model of teaching emphasizing the role of the teacher as a socializing agent. The model was based on Aronfreed's (1968) induction-sensitization paradigm of disciplinary practices. In this model the inductive style emphasizes the student's role in a behavioral situation and utilizes techniques that facilitate the development of internal controls over behavior. The socializing agent induces the student into accepting responsibility for behavior and judging the appropriateness of the behavior. Socialization is accomplished in a positive manner. The teacher expectation is that the student will exhibit appropriate behavior provided that the student is fully aware of the situation. Therefore, the teacher must provide information and guidance to the child in a clear and precise manner. Techniques include describing the consequences of the student's action (on self and others), suggesting appropriate behaviors, clarifying the expected behavior and encouraging the student to utilize his or her own resources in evaluating and correcting the behavior.

The sensitizing approach emphasizes the specific behavioral situation and "sensitizes" the student to the situation with techniques that focus on the external risk of punishment. The student is taught to fear the external consequences of misbehavior and the teacher's power is emphasized. Punishment is emphasized rather than correction of the behavior. Often the student is not advised as to why the behavior is inappropriate or what behavior is appropriate. Specific techniques include physical punishment, verbal reprimands, criticism of the student and interventions that belittle, humiliate or embarrass the student.

Research with this model (Smith, 1978a) has indicated that special education teachers are significantly more inductive in their approach to classroom management than classroom teachers and that sensitizing techniques are more frequently directed to boys than to girls. A recent study (Smith, 1981a) has demonstrated that school psychology graduate students are more inductive than regular classroom teachers. Studies examining the approach of experienced, school psychologists and principals to classroom management, however, are lacking.

Since classroom teachers may ask school psychologists and principals for suggestions on handling classroom behaviors, the classroom management approach of these two groups is important. Therefore, the purpose of the present study was to determine whether teachers, school psychologists and principals respond differentially to the aggressive, dependent and academic behaviors of male and female elementary age students on the basis of profession, gender and experience, using the induction-sensitization model.

Method

Subjects

The subjects for this study consisted of 189 elementary-level classroom teachers, 145 elementary school principals and 172 school psychologists. The participants represented urban, suburban and rural schools in the Wisconsin and Minnesota area. All participants were selected on the basis of current employment rather than membership in professional organizations.

The principals and school psychologists were randomly selected from state department of education listings. The majority of teachers (84%) participated in the study by virtue of their school being selected for the study in order to give representation to urban, suburban and rural areas. A small number of teachers were classroom teachers enrolled in graduate education courses required for continuing certification. (Their characteristics and scores did not differ

from the total teacher group.) Characteristics of the participants are presented in Table 1.

Insert Table 1 about here

A review of Table 1 indicates that teachers had the lowest number of graduate degrees as compared to the principals and school psychologists. Although graduate study is encouraged in both states in which the present research was conducted, advanced degrees are required only for school psychologists and principals. This requirement may well account for the differential educational level of the groups. It should be noted that previous research (Smith, 1978a) indicated that educational level alone was not related to style of classroom management.

Table 1 also indicates that a large percentage of school psychologists have not had previous teaching experience. Since such experience is not required by the states in which these individuals practice, the lack of teaching experience is to be expected. However, teaching experience is one variable that is used in data analysis.

Procedure

Data for the study were collected during the winter and spring of 1980. The Classroom Management Questionnaire (CMQ; Smith, Note 1) was administered to each participant. The CMQ assesses an individual's style of socialization through the use of 36 forced choice items involving 18 male and 18 female students engaged in dependent, aggressive and academic behaviors. The CMQ consists of male and female subscales with 18 items each, as well as dependent, aggressive and academic subscales with 12 items each (six with male students and six with female students). Each item is composed of a behavioral situation and two alternatives for resolving the situation. One alternative represents a

sensitizing approach and the other represents an inductive approach. Inductive responses are scored positively.

Test-retest reliability for the CMQ was reported at .85 and the Kuder-Richardson procedure yielded an internal consistency estimate of .76 (Smith, 1977). Validation of the CMQ through direct classroom observation of groups of teachers scoring one standard deviation above and below the mean on the CMQ was accomplished by using the Flanders Interaction Analysis Categories System. Statistically significant differences in teacher behavior, consistent with the induction-sensitization model, were revealed and are discussed in detail by Smith (1978b).

The CMQ was sent by mail to a random sample of 268 school psychologists and 225 elementary school principals in Wisconsin and Minnesota during February 1980. Names were selected from current state department of education listings. In March 1980 a follow-up letter was sent to those who had not responded to the initial questionnaire. The return rate was approximately 70% for each group with 191 school psychologists (71% of the original sample) and 157 principals (70% of the original sample) responding. Questionnaires for 17 school psychologists (9% of those responding and 6% of the original sample) and 12 principals (8% of those responding and 5% of the original sample) were not scorable due to omissions of items, difficulty with the forced choice format, no longer being employed in the field and in isolated cases refusal to participate in the study. These "spoiled" questionnaires represented a small part of the sample and did not appear to be significant.

During the winter and spring of 1980 teachers representing elementary schools in the western Wisconsin and Minnesota area were asked to complete the CMQ. Schools were selected to represent urban, suburban and rural areas. All teachers at the selected schools were asked to participate in the study.

Return rate for this phase of the study was approximately 50%. Classroom teachers enrolled in graduate courses at a state university were also asked to complete the CMQ. Classes were randomly selected and the entire class was asked to participate. Nonparticipation was minimal. The responses of this group of teachers (16% of the teacher sample) did not differ significantly from those not enrolled at the university.

Results

Scores on the CMQ were analyzed in a 3 (teacher, principal, school psychologist) x 2 (male, female) analysis of variance for unbalanced designs. In the analysis for the full scale score, two main effects were significant: profession $F(2,498) = 36.24$, $p < .001$ and gender $F(1,498) = 6.00$, $p < .001$. The profession by gender interaction approaches significance with $F(2,498) = 1.66$, $p < .07$.

To further analyze these differences in overall approach to classroom management, additional 3 (teacher, principal, school psychologist) x 2 (male, female) analyses of variance for unbalanced designs were conducted on the subscales of the CMQ. The male subscale produced two significant main effects: profession, $F(2, 498) = 47.03$, $p < .001$; and gender, $F(1,498) = 14.59$, $p < .01$. The female subscale produced one significant main effect: profession, $F(2,498) = 15.42$, $p < .001$. In the analysis of the behavior subscales, significant main effects were indicated on the dependent subscales by profession, $F(2,498) = 35.81$, $p < .001$ and by gender, $F(1,498) = 3.13$, $p < .002$; on the aggressive subscale by profession, $F(2,498) = 26.68$, $p < .001$ and by gender $F(1,498) = 4.55$, $p < .001$; and on the academic subscale by profession, $F(2,498) = 7.45$, $p < .001$ and by gender $F(1,498) = 3.43$, $p < .001$. Significant profession by gender interactions were indicated on the male subscale, $F(2,498) = 2.38$, $p < .004$; and on the dependent subscale,

$F(2,498) = 2.10$, $p < .02$.

A post hoc analysis using the Newman-Keuls procedure for multiple comparisons was accomplished in order to detect possible statistical significance for pairwise comparisons within the analysis of variance. Results of this procedure indicated that school psychologists as a group selected significantly ($p < .01$) more inductive responses than the principals and classroom teachers on the CMQ full scale and the male, female, aggressive and dependent subscales. On the academic subscale the school psychologists' scores were significantly ($p < .05$) more inductive than the teachers. There were no significant differences between the principals and classroom teachers. Mean scores by profession are presented in Table 2.

Insert Table 2 about here

The Newman-Keuls procedure was also utilized to examine the significant gender main effects and the significant profession-gender interactions. Results revealed significant gender differences among the teachers on the full scale, the male subscale, the dependent subscale and the academic subscale with female teachers selecting inductive responses significantly more often than male teachers ($p < .05$). On the male subscale and the dependent subscale significant differences existed between the male teachers' scores and the scores of the other five groups with the male teachers selecting significantly fewer inductive responses ($p < .05$). Mean scores by gender within each profession are presented in Table 3.

Insert Table 3 about here

In order to investigate the roles of gender and professional experience on responses to the CMQ for each professional group, additional analyses of

variance for unbalanced designs were conducted. Although significant main effects and interaction effects were obtained in several cases, subsequent post hoc comparisons using the Newman-Keuls procedure were not significant at the .05 level. The wide variability in cell sizes, ranging from 5 to over 100, seems responsible. Therefore, no conclusive results were obtained in regard to the experience variable and additional research with this variable is indicated.

Discussion

These results indicate that the approach of teachers and principals to student behavior is quite similar and somewhat discrepant from the approach of school psychologists. As a group the school psychologists displayed less variability in their response patterns as shown by the smaller standard deviation on the CMQ and its subscales as compared to the principal and teacher groups. The present results are consistent with previous studies using the CMQ. Smith (1978a) reported a mean of 25.85 (standard deviation of 4.73) for 175 teachers and a mean of 24.77 (standard deviation of 4.06) for a sample of 30 teachers (Smith, 1981b). A study with 26 advanced school psychology graduate students (Smith, 1981b) produced a mean of 30.00 (standard deviation of 3.84). Therefore, the results of the present study assume greater importance as a result of this consistency of scores, the high return rate of the CMQ and the use of currently employed individuals in the sample. The present study also relied upon practicing professionals selected on the basis of employment rather than membership in professional organizations.

Although all three of the professional groups fall on the inductive end of the sensitization-induction continuum, the teachers and principals indicated a preference for more sensitizing techniques, as compared to the school psychologists, with the differences in scores approaching one standard

deviation. On the basis of this and related research (Smith, 1978a; 1981b), it appears that the differences in approach to classroom behavior represent not only differences in techniques, but also in basic approach to handling student behavior. The sensitizing approach places emphasis on stopping specific behaviors, rather than replacing them with ones that are more acceptable. The student is sensitized to the situation and learns to avoid such situations, rather than learning an appropriate behavior for the given situation. The inductive approach places emphasis on the development of external control by the student and the prevention of future misbehavior. The misbehavior is used to help the student develop alternative behaviors by inducing him/her to accept responsibility for the behavior and to resolve the situation with appropriate behavior.

The difference in style may indeed reflect a difference in goal between school psychologists and the teacher/principal groups. Training programs in school psychology frequently emphasize consultation and much of the recent professional literature in school psychology emphasizes the need for consultation (Phye & Reschly, 1980). Since the purpose of many models of consultation (e.g. Caplan, 1970; Bergan, 1977) is the prevention of future problems, school psychologists may focus primarily on preventive aspects of a situation and select intervention techniques conducive to this objective. The inductive approach to socialization emphasizes the prevention of future misbehavior by guiding the student into developing internal standards and controls over behavior. Indeed, previous research (Aronfreed, 1968; Hoffman, 1977) supports the effectiveness of inductive approaches in the prevention of future misbehavior. Thus, the inductive style would be consistent with such an orientation. The primary concern of the teacher and principal may be stopping the misbehavior as quickly as possible with little attention to prevention. When the behavior

of a student is disruptive to the class, for example, immediate cessation of the misbehavior is a real consideration. Unfortunately, the sensitizing approach neither involves the student in resolving the misbehavior nor specifies the appropriate behavior--dimensions other studies (Jones & Miller, 1974; McLaughlin & Malaby, 1972) have found important in reducing overall classroom misbehavior.

The findings of the present study confirm the results of previous studies (Smith, 1981a; 1981b) suggesting significant differences on the part of male and female teachers in approach to classroom management. The female teachers' overall style of classroom management, as measured by the CMQ, was significantly more inductive than the male teachers' style. This pattern of results was similar on the male subscale and the three behavioral subscales of the CMQ. The use of more sensitizing techniques by male teachers may reflect their own socialization experiences. Numerous studies, as summarized by Hoffman (1977) and by Good and Brophy (1980), indicate that the socialization of males, both at home and at school, is more sensitizing than that of females. These styles are frequently characterized by the use of power assertive, authoritarian and punitive techniques, especially in response to behaviors that are regarded by society as "feminine" (e.g. dependent behaviors).

The lack of significant gender differences within the principal and school psychology groups suggests that additional training and/or experience may serve to reduce such differences. Since a longitudinal study would be necessary to confirm this interpretation, it is offered as a possibility only. However, a previous study (Smith, 1981b) comparing the approach of undergraduate education majors to classroom management revealed even stronger gender differences than reported in the present study, thus, adding support to the previous interpretation.

Implications for the School Psychologist

These results are important to the school psychologist for two reasons. First, they indicate that principals and teachers as a group approach student behavior in a way different from school psychologists. Second, the difference seems to represent not only a difference in specific techniques but also in overall style. In providing intervention strategies, one may suggest a number of specific approaches to a problem situation. Each approach, however, is usually consistent with one's own overall style of socialization. An individual who emphasizes the punishment of misbehavior (a sensitizing approach) may merely substitute one form of punishment for another. The basic style, however, remains the same. In this case the school psychologist's style of socialization is significantly more inductive than the style of many classroom teachers. Therefore, suggesting that a classroom teacher substitute an inductive technique for a sensitizing technique may be largely ineffective. The teacher may not understand the reason for using the technique, may not feel comfortable with it, may not use it consistently or generalize appropriately to other situations. Therefore, it is important to discuss the purpose and goals of classroom management with the teacher or principal as the first step in consultation. In this way differences in goals and styles can be recognized. The next step in the consultation process should involve the rationale for the use of specific techniques as well as an examination of the specific techniques to utilize in various situations. In this way a "cookbook" approach to management is avoided and consistency in approach to student behavior is maintained.

In addition, the present results indicate that male teachers may encounter more difficulty with classroom management, since they exhibit a greater preference for sensitizing techniques. Both preservice and inservice training programs could be developed to provide training in more effective techniques

for responding to misbehavior. At the same time, those individuals providing training and/or consultation services should be cognizant of these gender differences in classroom management, and thus, be prepared to provide additional assistance, if needed.

Future Research

The origin of one's approach to student behavior and the factors that may influence it are still unclear. It is quite possible that approach to student behavior is greatly influenced by one's own socialization experiences. This relationship definitely should be explored. In addition, the finding that special services personnel (special education teachers and school psychologists) differ significantly from regular education personnel in approach to student behavior should be investigated. These differences may be a result of training experiences and/or personality variables among individuals. For example, persons who utilize an inductive approach to socialization may choose school psychology or special education careers. If this is the case training may not be significantly related to the differences obtained in the present study. At the same time personality variables may not play a major role in one's style of socialization with the relative influence of one's experiences and training being greater. Definitive studies are needed to clarify these issues.

Much of the research that has been conducted on the effectiveness of the inductive approach has been conducted in laboratory settings. There is a need to extend such research into the classroom. For example, studies relating referrals of behavioral problems to teacher style of management are needed. In addition, studies relating style of management and student achievement are also in order.

Characteristics of effective teachers and classroom managers have been discussed by a number of authors including Brophy and Putnam (1979), Good and Brophy (1980), Emmer, Evertson and Anderson (1980) and Kounin (1970). These characteristics include acceptance of students, setting firm by flexible limits, establishing positive expectations, providing rationales and explanation for rules and in correcting misbehavior, using specific rather than generalized praise, consistency in responding to misbehavior, prompt intervention when necessary, and finally, preventing misbehavior and disruptions as a primary goal. Many of these characteristics are consistent with the inductive style of socialization. However, research studies documenting this link are needed.

The present study has revealed a number of differences and similarities in approach to student behavior by teachers, principals and school psychologists. Effective consultation requires the recognition of these differences and the development of formal and informal approaches to providing school personnel with the most effective means of preventing behavioral difficulties in the classroom. At the same time studies designed to clarify the factor or factors influencing the development of one's own style of socialization are needed.

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Table 1

Characteristics of Participants

	Teacher (N=189)		Principal (N=154)		School Psychologist (N=172)	
	Male (N=34)	Female (N=154)	Male (N=126)	Female (N=19)	Male (N=105)	Female (N=66)
Age						
Mean	32.9	35.6	45.1	45.6	35.1	37.5
Highest College Degree						
Bachelor's	22	123	3	3	1	0
Master's	12	28	112	14	83	52
Specialist			5	0	6	9
Doctorate			3	2	12	4
Not reported		3	3	0	3	1
Teaching Experience						
None					55	39
1-5 years	13	57	24	4	34	17
6-10 years	9	46	66	2	8	7
11-20 years	9	35	27	9	8	3
20+ years	1	16	7	4	0	0
Not reported	2		2	0	0	0
Principal Experience						
1-5 years			16	9		
6-10 years			27	4		
11-20 years			63	4		
20+ years			19	2		
Not reported			1	0		
School Psychology Experience						
1-5 years					47	28
6-10 years					39	22
11-20 years					16	12
20+ years					0	3
Not reported					3	1

Table 2

Mean Scores for Classroom Teachers, Principals and School Psychologists

	Teacher (N=189)	Principal (N=145)	School Psychologist (N=172)
Classroom Management Questionnaire	27.73 (4.40)	27.56 (4.24)	30.75* (2.96)
Aggressive Subscale	9.16 (1.65)	8.63 (1.71)	10.02* (1.39)
Dependent Subscale	8.05 (2.32)	8.27 (2.20)	9.75* (1.45)
Academic Subscale	10.53 (1.59)	10.66 (1.29)	10.97** (1.19)
Male Subscale	13.60 (2.55)	13.54 (2.27)	15.52* (1.71)
Female Subscale	14.15 (2.35)	14.02 (2.40)	15.23* (1.82)

Standard deviation expressed in ( ).

*Mean significantly ($p < .01$) higher than teacher and principal groups using Newman-Keuls procedure.

**Mean significantly ($p < .01$) higher than teacher group and principal group ($p < .05$) using Newman-Keuls procedure.

Table 3

Mean Scores by Gender for Classroom Teachers, Principals and School Psychologists

	Teachers		Principals		School Psychologists	
	Male N=34	Female N=154	Male N=126	Female N=19	Male N=105	Female N=66
CMQ	25.91c (4.30)	28.14b (4.33)	27.52b (4.26)	27.84b (4.14)	30.46a (2.87)	31.21a (3.06)
Gender Subscales						
Male	12.24c (2.36)	13.90b (2.49)	13.44b (2.29)	14.16b (2.11)	15.31a (1.65)	15.83a (1.77)
Female	13.68b,c (2.43)	14.26a,c (2.32)	14.07c (2.40)	13.68b,c (2.43)	15.14a,c (1.75)	15.38a (1.94)
Behavior Subscales						
Dependent	7.21c (2.07)	8.23b (2.34)	8.25b (2.19)	8.42b (2.32)	9.73a (1.32)	9.77a (1.64)
Aggressive	8.65b (1.39)	9.27c (1.68)	8.62b (1.73)	8.68b (1.63)	9.84a,c (1.37)	10.32a (1.39)
Academic	10.06c (1.89)	10.63b (1.50)	10.64b (1.31)	10.74b (1.15)	10.89a (1.26)	11.11a (1.07)

Standard deviation expressed in ( ).

Values that share a common subscript in each row do not differ significantly ($p < .05$ or better) using the Newman-Keuls multiple comparison test.